

# Transition

IDEA 2004

# IEP Transition Services


- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team

## 1. Appropriate measurable postsecondary goals

- Based on age appropriate transition assessments
- Related to training, education, employment and where appropriate, independent living skills

## 2. The transition services

- Courses of study
- Coordinated set of activities
  - Results oriented process
  - Needs – considering strengths, preferences, interests
  - Instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation

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3. Age of majority – informed of rights
- Not later than one year before student turns 18
  - Parent and student must be notified of all rights under IDEA that transfer to the student

# Measurable postsecondary goal

- A statement based on age-appropriate assessments that articulates what the student would like to achieve after high school, taking in to account the student's strengths, preferences and interests
- An outcome that occurs after the person has exited high school and is no longer eligible for services
- It is not the process of pursuing or moving toward a desired outcome, e.g. graduation

# Postsecondary goal areas

- Training or education
  - 2 or 4 year college, university, or community college
  - Vocational school or technical college
  - Short-term education or employment training
  - Church mission or other humanitarian program

# Postsecondary goal areas

- Employment
  - Full or part time
  - For pay or volunteer
  - Military service
  - Specific vocational field
- Independent living skills
  - Adult living
  - Daily living
  - Financial
  - transportation

# Specificity

- At first, may be broad descriptions of the student's preferences, interests
- Reassess and refine each year
- By the last year in school, should be specific and measurable



# How many postsecondary goals?

- Must have one for education/training
- Must have one for employment
- May have one for independent living

# Examples

- Employment:
  - My goal for work is to be a heavy equipment operator for road construction.
- Education/training:
  - My goal for continued education or training is to attend the Roadmasters Driving School.
- Independent living:
  - My goal for independent living is to rent an apartment with my friends Bud and Al.

# Courses of study

- Instruction and educational experiences that will assist the student to prepare for the transition from school to adult life
- Allows for long term (3-5 years) educational planning related to student's goals
- Must be linked to student's postsecondary goals
- Promotes the concept that the high school program focuses on post-school results

# Transition Planning

A six step process to achieve functional transition plans that meet IDEA 2004 requirements.

# Post-Secondary Goals

1. Indicate the student's chosen post-secondary goal in the areas of education or training, employment and, as needed, independent living.
  - Make sure the goal is measurable; can it be counted?
  - Make sure the goal occurs *after* the student graduates from school.

# Age-appropriate transition assessments

2. Document the use of age-appropriate transition assessments.
  - Use assessments to help student determine post-secondary goals AND
  - Use assessments to help identify measurable annual goals.

# Transition Services

3. List the transition services that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school.
  - Instruction
  - Related service
  - Community experience
  - Development of employment and other post-school adult living objectives
  - If appropriate, acquisition of daily living skills
  - If appropriate, provision of a functional vocational evaluation

# Measurable Annual Goals (based on PLAAFP)

4. Write measurable annual goals in the IEP that will reasonably enable the student to meet his/her post-secondary goals.
  - Make sure that the annual goals are measurable.
  - The annual goals should be designed to help the student make progress toward the post-secondary goals.



# Agency Involvement

5. Identify any transition services that are likely to be provided or paid for by other agencies.
  - Obtain parent/student consent if agency representatives are to be invited to the IEP meeting.
  - Check “Not needed” if it’s too early to determine if the student will need outside agency involvement or if no agency is likely to provide or pay for transition services.

## Course of Study

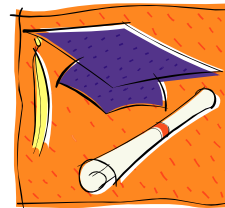
6. Complete the course of study; it should focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school.
  - Information may be in the SEOP.
  - The course of study should be a multi-year description of coursework and instructional activities from the current year to the student's exit year.
  - Make sure the course of study aligns with the student's post-secondary goals.

# Graduation

November 16, 2007

# Diplomas and Certificates of

## 1. High School Diploma



## 2. Certificate of Completion



# High School Diploma



Awarded to a student who has:

- Successfully completed all state and district course requirements for graduation;
- and

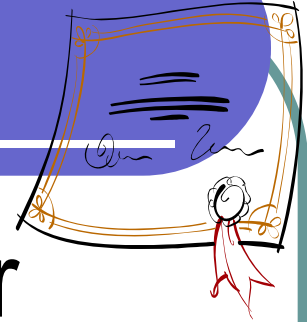
# UBSCT

- Passed all subtests of the UBSCT; or
- Did not pass all subtests of the UBSCT and can document at least three attempts to take and pass each subtest; or
- Student's IEP team has determined that participation in statewide assessments is through the UAA.

# UBSCT

- Beginning with the graduating class of 2007, students who did not pass all sections of the UBSCT must participate in UBSCT remediation consistent with school policies and opportunities

# Certificate of Completion



According to school district or school criteria, may be awarded to students who have:

- Completed their senior year,
- Are exiting the school system,
- Have not met all state or district requirements for a diploma.

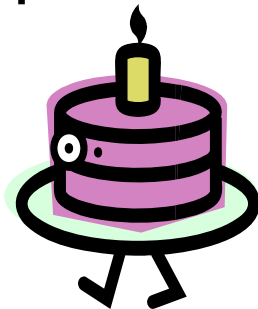


# IDEA 2004

- Graduation with a regular high school diploma ends eligibility for FAPE.
- Graduation is a change of placement requiring prior written notice.

# Maximum Age (“Ageing Out”)

- 22<sup>nd</sup> birthday between beginning of school and December 31
- 22<sup>nd</sup> birthday between January 1 and end of school year
- Exit at the beginning of the school’s winter holiday
- Exit at the end of the school year



# IDEA 2004

- Reaching maximum age ends eligibility for FAPE.
- Exiting at maximum age is not a change of placement; prior written notice is not required.

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# Summary of Performance

Summary of Academic Achievement and Functional Performance is given to students who:

- Graduate with a regular high school diploma, or
- Exit at maximum age.

# Summary of Performance

- SOP must contain:
  - Statement of student's academic achievement and functional performance
  - Recommendations that will assist the student in achieving his/her postsecondary goals